DOCUMENT RESUME

ED 349 566 CS 213 523

AUTHOR Olson, Lyle D.; And Others
TITLE The Nation's Scholastic Press Association Directors Describe the State of High School Journalism.
PUB DATE Aug 92
NOTE 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (75th, Montreal, Quebec, Canada, August 5-8, 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *High Schools; High School Students; *Journalism; *Journalism Education; National Surveys; Student Publications
IDENTIFIERS Journalism Research; Professional Concerns; *Scholastic Journalism; *Scholastic Press Associations

ABSTRACT

A national survey of 154 scholastic press association directors (who play a crucial role in guiding and shaping high school journalism) garnered an overview of the state of scholastic journalism in the United States today. Seventy-eight scholastic press association directors, representing over 30 states and 4 national associations, responded to the survey. The survey asked questions about advisers, student journalists, the rights of high school journalists, and state scholastic press association activities. Overall, results showed that 44% of the respondents were more optimistic than they were 5 years ago about the future of journalism programs in their states' schools, while 36% were less optimistic. (Two figures, six tables of data giving survey components and summarized results, and 15 notes are included.) (SR)

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The Nation's Scholastic Press Association Directors Describe the State of High School Journalism

By

Lyle D. Olson
Department of Journalism and Mass Communication
South Dakota State University

Roger Van Ommeren
Department of Journalism
Baylor University

Marshel Rossow
Mass Communications Institute
Mankato State University

Presented to the Association for Education in Journalism and Mass Communication Annual Convention

August 5-9, 1992

CS213523

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ABSTRACT

The Nation's Scholastic Press Association Directors Describe the State of High School Journalism

The nation's scholastic press association directors play a crucial role in guiding and shaping high school journalism, but there are few surveys of this key group. This paper presents the results of a national survey of scholastic press association directors that garnered an overview of the state of scholastic journalism in the United States today and asked questions about advisers, student journalists, the rights of high school journalists and state scholastic press association activities. Overall, 44 percent of the respondents were more optimistic than they were five years ago about the future of journalism programs in their states' schools, while 36 percent were less optimistic.

The Nation's Scholastic Press Association Directors Describe the State of High School Journalism

Numerous published articles in the past 20 years have examined scholastic journalism in the United States via state, regional and national surveys of high school publications advisers, and the results of new research are now appearing.[1] A literature review, however, revealed few published surveys of another group that has its finger on the pulse of scholastic journalism in the United States—state scholastic press association directors.

In 1984 Hines presented a paper on scholastic press associations, providing a context for the development of press associations via personal interviews, surveys of organizations and a review of literature these groups provided.[2]

An entire issue of *C:JET* (Spring 1989) dealt with scholastic press associations. It contained information on membership, funding, services, workshops, contests, etc., of 28 scholastic press associations that responded to a Journalism Education Association survey. It also published articles on the unity and diversity of scholastic press associations, computer networking, and long-time goals for scholastic press associations. In one article, Dodd reported on how five scholastic press association directors and workshop directors assessed their duties.[3] The literature review, however, uncovered no other published national surveys of state scholastic press association directors.

Thus, the purpose of this study was to gather current information from a group of individuals who, along with advisers, play a crucial role in guiding and shaping scholastic journalism in the United States. The research question guiding this study was: How do the nation's scholastic press association

directors describe and assess the state of high school journalism in the United States today?

This paper presents the results of a national survey of scholastic press association directors that capture their perceptions of the current state of high school journalism in the United States.

Method

A questionnaire was mailed to 154 directors of state and national scholastic press associations. The survey included five-point Likert-type statements with responses ranging from "Strongly Agree" to "Strongly Disagree." For this report, the "Strongly Agree" responses were combined with the "Agree" responses and "Strongly Disagree" with "Disagree." The questionnaire also contained guided-choice questions. It had specific questions about high school newspapers but none about yearbooks.

Responses came from 78 directors, exactly 50 percent of those sent questionnaires, representing over 30 states and four national associations. The authors used the latest mailing lists of the Journalism Education Association and the National Scholastic Press Association.

The number of schools working with each state scholastic press association director responding to the survey ranged from five to 950 with a mean of 156. Fifty-eight percent (41 of the 71 who responded to this item) indicated they were faculty members in a college or university department of journalism or mass communication.[4] More than two-thirds of these faculty members taught news editorial courses, while others taught broadcasting, public relations or mass communication.

Twenty-two of 65 directors (34 percent) indicated they had held their positions four years or less, while 21 (32 percent) had held their positions

between four and eight years. Twelve had held their positions between eight and 20 years and 10 between 20 and 30 years.

Fifty-six of 67 respondents (84 percent) said their positions as press association director were part-time. Thirty-eight respondents (57 percent) indicated they had staff support of some kind.

This paper presents the findings of five areas the state scholastic press association directors were asked about. First, the paper presents the results of items that garnered an overview of scholastic journalism in the United States, followed by the results of questions on advisers, on student journalists, on the rights of high school journalists and on state scholastic press association activities.

An Overall View

Ten survey items helped garner an overall view of the state of scholastic journalism nationally. Six of the 10 items were Likert-type and are reported in Table One.

Forty-four percent of the respondents said they were more optimistic today than they were five years ago about the future of journalism programs in their state's high schools, while 36 percent were less optimistic.

Sixty-five percent agreed that low starting salaries in the journalism profession diminish the interest of high school students in journalism as a career, while 14 percent disagreed. Dodd, Tipton and Sumpter (1991) found, however, that among students in the College of Journalism and Mass Communications at the University of Florida, pay and job security played small roles in attracting them to communications as a career.[5] Low salaries, thus, may reduce the number of high school students who select communications as a career, but for those who decide to enter the field, money is not what attracted them.

Sullivan (1987) reported that the number of public high schools offering journalism courses and the number of students taking those courses increased steadily in the 1970s. He noted, "In 1981–1982, 74.1 percent of all secondary schools representing 83.5 percent of the total enrolled students in the U.S. offered one or more journalism courses . . . One in every 25 students was now taking a journalism course."[6] In this survey 10 years later, just over half (52 percent) of the directors surveyed agreed that the trend is toward fewer journalism courses in their state's schools, while 16 percent disagreed.

Sixty-two percent agreed with the statement that "schools in my state are likely to treat journalism courses as an extracurricular activity," while 28 percent disagreed. This finding supports previous literature (such as McPhillips, 1987) which voiced the concern that journalism was increasingly being classified as an outside activity along with band and sports.[7] Several respondents said the major obstacle in their state was that because journalism cannot be taken for advanced academic credit, the best students are steered out of journalism. Another respondent, however, said that although journalism has been changed to extracurricular status in some schools, it has become part of the curriculum in others.

Forty-five percent of the respondents agreed that there are more minority students interested in journalism today than there were five years ago, while 26 percent disagreed. In a separate Yes/No question, 40 percent of the respondents said their state press association had programs geared specifically toward minority students. By far the most common program was summer workshops.

Dickson's (1991) study of JEA and non-JEA advisers and Click and Kopenhaver's (1990) survey of Columbia Scholastic Press Association members suggested that the Hazelwood decision has had little impact on the

student press.[8] In this study, 45 percent of the respondents said that the Hazelwood decision has had a negative impact on high school journalism in their state, while 20 percent disagreed.

In addition to the Likert-type items, the authors used another approach to obtain the directors' overall view of scholastic journalism. In 1981 Freund hypothesized that high school newspapers had evolved into three categories: (1) model high school newspapers that adhere fairly closely to professional journalistic standards, (2) nominal newspapers that serve primarily as a public relations tool while adhering to some journalistic principles, and (3) newspapers in name only that display little or no adherence to generally accepted journalistic principles.[9]

Using Freund's typology, the authors gathered information on the type and percentage of newspapers in the high schools represented by the respondents. Respondents were asked:

Into what categories do the high school newspapers in your state generally fall? Please give an approximate percentage for each category.

_____% Category 1 (Model high school newspapers that adhere fairly closely to professional journalistic standards)
_____% Category 2 (Nominal newspapers that serve primarily as a public relations tool while adhering to some journalistic principles)
____ % Category 3 (Newspapers in name only that display little or no adherence to generally accepted journalistic principles)

Some respondents did not complete this item, indicating they had "no idea" what percentage would fit into each category. Some said they guessed, while others seemed quite confident they could estimate percentages. Table Two shows the matrix of responses and Figure One depicts visually the responses to this item from 66 scholastic press association directors. Although the percentages varied tremendously (one respondent placed 95 percent of his

state's newspapers into Category 1 and five percent into Category 2, while another placed five percent into Category 2 and 95 percent into Category 3), there were some patterns.

Thirty-seven respondents (20 percent of the total responses for all three categories) placed between 0 to 25 percent of the high school newspapers in their state into Category 3 (newspaper in name only), while slightly fewer (34 respondents, 18.4 percent) placed 0 to 25 percent into Category 1 (model newspaper). Another 29 respondents (15.7 percent) indicated that 26 to 50 percent of their states' high school papers fit into Category 2 (nominal).

The other nine groups of responses each totaled less than 10 percent of the total responses. Seventeen respondents (9.2 percent) indicated that 0 to 25 percent of the high school papers in their state fit into Category 2 and another 17 indicated that 26 to 50 percent fit into Category 3. Fourteen respondents (7.6 percent) indicated that 25 to 50 percent of the high school papers in their state fit into Category 1 and another 14 indicated 51 to 75 percent fit into Category 2.

A follow-up item asked respondents: "What is your impression of the trends in the three categories in your state over the last five years?" Respondents were given seven choices (increase in Category 1, increase in Category 2, increase in Category 3, decrease in Category 1, decrease in Category 2, decrease in Category 3, and no change) and could check all that apply.

As Figure 2 indicates, the trend for this item based on the number of respondents seemed to be an increase in Category 1 and 2 newspapers and a decrease in Category 3 newspapers, indicating that overall the scholastic press association directors believe the quality of student newspapers in their states has improved in the last five years. One respondent, however, said, "The good

programs are getting significantly better. The poor ones are just as bad. I believe the gap is widening."

Student Journalists

The survey asked two general questions relating to the abilities of high school journalists (see Table Three). Both items revealed that scholastic press association directors have a positive feeling toward high school journalists. Despite the persistent complaint of educators and employers about students' diminishing writing skills, 40 percent of the respondents disagreed with the statement that "the writing skills of high school journalists appear to be declining," while 35 percent agreed.

Sixty-one percent of the respondents agreed with the statement that "journalism attracts its share of the most talented students in my state's high schools," while 25 percent disagreed. In a study related to this item, Fedler and Taylor (1976) found little difference between the quality of college students in journalism and communication versus other fields.[10]

Advisers

Five survey items that dealt with scholastic press association directors' perceptions about journalism advisers in their states revealed a good news/bad news scenario. They are reported in Table Four.

First, the good news. Seventy-six percent of the respondents agreed that their state's high school journalism advisers/teachers have positive attitudes toward college and university journalism programs, and 57 percent agreed that these teachers/advisers show a high degree of interest in the activities of their state's scholastic press association(s).

The bad news is nothing new based on previous literature and centers on concerns about the lack of journalistic training and certification that others have discussed (such as Weaver, 1988, and Shenkman, 1986[11]). Sixty-nine

percent of the respondents disagreed with the statement that "most high school journalism advisers and teachers in my state are adequately prepared to advise high school publications."

Sixty-seven percent agreed that there has been a high rate of turnover among journalism advisers/teachers in their state, and 95 percent agreed that many advisers in their state feel overworked, supporting Weaver's (1984)[12] article which pointed out that burnout, frustration and a feeling of being overworked plagued high school press advisers. One long-time director said she hears fewer complaints from advisers about being overworked than she did a few years ago.

Press Rights

The survey asked scholastic press association directors eight questions related to press rights, including seven Likert-type items shown in Table Five.

Seventy-one percent of the respondents agreed with the statement that "high school journalists do not have a solid understanding of the legal considerations and ethics of journalism."

Sixty-four percent of the respondents disagreed with the statement that "high school journalists should be given freedom to report on any issue without supervision," while 29 percent agreed. One respondent said, "Students should not be given carte blanche freedom any more than a reporter on a professional newspaper is given total freedom. There are editorial standards and responsibilities to be considered, and these should also be taught to students." Others wondered what was meant by supervision. One said, "If it's censorship, then supervision is wrong, but an informed adviser can lead to better choices on the part of student journalists." Another said, "Delete 'without supervision' and I would strongly agree. Teaching, not supervision, advising, not control."

More than half of the respondents (55 percent) agreed that high school journalists should exercise First Amendment rights on their publications only with the supervision of their advisers, while 29 percent disagreed. One respondent said the adviser must make students aware of First Amendment rights and then allow students to exercise those rights "once their course is clear whether the adviser agrees with the students' stand on the issue or not."

Forty-seven percent agreed with the statement, "It is censorship if a high school journalism adviser forbids the publication of an article," while 28 percent disagreed. One respondent, who neither agreed nor disagreed, said, "Is advising the same as censorship? If an adviser refuses to accept an article that is offensive, libelous, poorly researched, is this censorship? I don't think so. If the adviser refuses on moral or ideological grounds to publish an article that is legally and ethically sound, then I would say that the adviser has censored the article."

Another wrote, "Sometimes articles are not suitable. If an adviser discusses the problem, often the reporter will withdraw the story. This is not censorship. However, if the adviser forbids the article without discussion, that is censorship." Another said, "Forbidding probably is censorship. A good adviser never really has to forbid. She teaches journalistic soundness and good judgment and lets the students discuss things out."

Sixty-seven percent of the respondents agreed with the statement, "High school journalism advisers should review all copy before it is printed," while 21 percent disagreed. One respondent said the adviser's role is "to advise, but not to control which is implied with the word review."

Ninety percent said school administrators should not be able to prohibit the publication of non-libelous, non-obscene, non-disruptive articles they

consider harmful. Seventy-seven percent said it is censorship if a high school administrator forbids the publication of an article, while 12 percent disagreed.

Respondents were also asked, "Who should exercise control over freedom of expression in high school newspapers?" They were given six options—courts, school board, school administrators, parents, teachers/advisers, students—to put in rank order.

Students came out on top with 36 first and 19 second rankings, followed by teachers/advisers with 25 first and 30 second rankings. As would be expected, the remaining four categories received much weaker support, with parents and school board receiving the least support. Courts received the most divergent support with eight first rankings and 10 sixth rankings.

Association Activities

Nine questions on the survey, including five Likert-type items, pertained to the activities of, role of, and participation in state scholastic press associations. Table Six portrays these results.

On two separate items 96 percent of the directors said that their state associations attempted to make journalism students aware of (1) their press freedoms and (2) their responsibilities as journalists.

Seventy-four percent of the respondents agreed that their state association has regular contact with college and university journalism/mass communication programs, which is consistent with Eveslage's (1991) findings that college journalism administrators are expanding the ways in which they can assist and encourage high school journalism teachers and students.[13]

Journalism schools help high school journalism programs and vice versa. Just over half (51 percent) of the respondents agreed with the statement that their association "has been successful in persuading students to pursue a college journalism major," while 11 percent percent disagreed. One

respondent said the rationale for having a scholastic press association in his state "since 1923 has been to help high school journalism, rather than to recruit for the School of Journalism. We get our fair share of students, but we don't do hard-sell recruiting." Others also commented that recruiting is low-key at their colleges or universities.

Forty-three percent of the respondents said that the number of high school journalists participating in workshops in their state in the last five years has remained about the same. Meanwhile, 37 percent of the responents said the number has increased either slightly or greatly and 20 percent said the number has decreased slightly or greatly.

Two survey items asked what activities have been most successful in reaching students and advisers in the directors' states. One-day workshops at a single location and summer workshops continue to be the most successful, according to the directors, followed by one-day workshops at several regional locations. Other activities include contests/critiques, newsletters and weekend workshops.

The survey also asked directors to indicate in rank order the preferred instructors for their workshops: high school teachers, university instructors or professional journalists. High school teachers came out on top (47 first, 13 second and 7 third rankings), followed by professional journalists (17 first, 32 second and 19 third rankings) and university instructors (11 first, 21 second and 30 third rankings). Several respondents commented that university instructors are out of touch with high school journalism. Another respondent said team-taught sessions work well, pairing one high school adviser or college instructor with a professional.

Discussion

Scholastic press association directors are both optimistic and pessimistic about the state of scholastic journalism in the United States today.

On the positive side, 61 percent agreed that journalism attracts its share of talented students and 40 percent disagreed that the writing skills of high school journalists are declining. According to the directors who responded, high school journalism advisers/teachers have positive attitudes toward college/university journalism programs and are interested in scholastic press association activities. Scholastic press associations work hard to make journalism students aware of their press freedoms and responsibilities. Despite fewer journalism courses, 80 percent of the respondents said the number of high school journalists taking part in workshops in their states has either increased or remained the same in the last five years. The quality of student newspapers has improved in the last five years (an increase in Category 1 and 2 papers and a decrease in Category 3).

Forty-four percent of the respondents said they were more optimistic than they were five years ago about the future of journalism programs in their state's high schools, while 36 percent were less optimistic. In the late 1980s serious concerns were voiced about the state of scholastic journalism.[14] Perhaps this response from scholastic press association directors indicates that the situation has not deteriorated further. Or perhaps a corner has been turned and the outlook is beginning to look brighter.

On the negative side, over 60 percent of the directors agreed that schools in their states treated journalism courses as extracurricular activities, that low starting salaries diminish the interest of high school students in journalism careers, that journalism advisers/teachers are not adequately trained, that there is a high rate of adviser turnover, and that advisers feel

overworked. Forty-five percent said that the Hazelwood decision has had a negative impact on scholastic journalism.

One finding from this study that needs to be proclaimed beyond the confines of AEJMC's Secondary Education Division is that scholastic press association directors prefer high school teachers as workshop instructors over professionals and especially over college/university journalism professors, who are often out of touch with high school journalism. Journalism educators not currently involved with or not interested in scholastic journalism need to become aware of their blind spots.

Only 51 percent of the directors agreed that their association has been successful in persuading students to pursue a college journalism major. Of those who agreed, many indicated that their recruiting was low-key and not a high priority. Twenty-eight percent neither agreed nor disagreed with the statement.

Seventy-four percent of the nation's scholastic press associations are based at a college or university, and JEA/ACT research shows that current journalism majors are more likely to come from high school programs where they served on publications staffs and took a journalism class.[15] Thus, the authors expected to find that scholastic press associations actively encourage high school journalists, particularly those involved in workshops on college or university campuses, to pursue journalism and/or mass communication majors in college and perhaps even to attend a specific college or university. Likewise, it was expected that scholastic press association directors might maintain records of workshop attenders, all-state journalists, etc., who went on to major in journalism or mass communication in college. Instead, several directors said they had no way of knowing how successful their association was in encouraging students to pursue journalism in college.

It came as no surprise that the items concerning press rights revealed that scholastic press association directors believe that high school journalists should be granted First Amendment protection coupled with a strong commitment, as one director put it, to "teaching, not supervision, advising not control." The directors also indicated via their responses and handwritten comments that when it comes to students' press rights, the issues are not always black and white and there are, according to one director, no absolutes when dealing with the variety of high schools and advisers in his state.

Several findings reveal the need for more research. Sullivan reported that enrollment in high school journalism courses increased steadily in the 1970s and early 1980s. It would be useful to update Sullivan's information. Did enrollment peak in the 1980s? If so, when? Is enrollment holding steady now? Several directors' responses indicated they did not have specific information on journalism enrollment, number of courses, number of courses dropped or added, etc., in their states.

The Category 1, 2, 3 items provided some preliminary data on the quality of high school newspapers in the United States. To be more useful this typology needs to be refined with better definitions and perhaps more categories. A similar typology could be developed for yearbooks. One respondent said that good high school journalism programs are getting better and the poor programs are just as bad. Research using accepted typologies would provide insights into observations such as this and help monitor the continually evolving state of scholastic journalism in the United States.

Notes

[1]For example, at the January 1992 midwinter meeting of the Secondary Education Division in Nashville, Jack Dvorak from Indiana University presented preliminary results of an extensive national adviser survey, and Laurence Lain, University of Dayton, presented "A national study of high school newspaper programs: A preliminary report."

[2]Barbara Hines, "The emergence and changing role of scholastic press associations," a paper presented at the 1984 AEJMC and CSPA conventions. In a phone conversation, Hines said she recalled scholastic press meetings during which individuals talked about national and regional surveys, traded information, and so forth; however, she did not recall any published surveys of the nation's high school press association directors.

[3]Julie Dodd, "Press association directors discuss responsibilities, concerns," *C:JET* (Spring 1989), pp. 3-4.

[4]Hines' research, p. 11, revealed that 74 percent of the nation's scholastic press associations are based at a college or university. The discrepancy between these percentages may be, in part, because some directors do not have faculty rank.

[5]Julie Dodd, Leonard Tipton and Randall Sumpter, "High school journalism experiences influence career choices," *C:JET* (Spring 1991), p. 28.

[6]Edmund Sullivan, "Editor's Memo: After 75 years, how many students take high school journalism classes?" *School Press Review* (Spring 1987), p. i.

[7]Dorothy McPhillips, "'Push for excellence' is forcing high school journalism out of the academic curriculum," *ASNE Bulletin* (March 1987), pp. 27-28.

[8]Thomas Dickson, "Research exposes differences between JEA and non-JEA advisers," *C:JET* (Spring 1991), p. 11; J. William Click and Lillian Lodge Kopenhaver, "Few changes since Hazelwood," *The School Press Review* (Winter 1990), pp. 12-27.

[9]Mary Freund, "A typology of high school student newspapers," an unpublished master's thesis (1991), Northern Illinois University.

[10]Fred Fedler and Phillip Taylor, "Does journalism attract quality students?" *Journalism Quarterly* (Autumn 1976), pp. 522-527.

[11]Lynn Shenkman, "Professional standards for hiring publications advisers," *The School Press Review* (Winter 1986), pp. 4-6; Marilyn Weaver, "Journalism certification requirements: A national assessment," *The School Press Review* (Fall 1988), pp. 11-18.

[12]Marilyn Weaver, "Burnout plagues press advisers in high schools," *Journalism Educator* (Spring 1984).

[13]Tom Eveslage, "Colleges are expanding horizons to high school journalism," *C:JET* (Spring 1991), pp. 12-14.

[14]McPhillips, ibid; "High school journalism confronts critical deadline," a comprehensive report prepared by the Journalism Education Association on the Role of Journalism in Secondary Education," *C:JET* (Spring 1987); Mary Anderson, "Concern rises over high school journalism," *Presstime* (Feb. 1989), pp. 6-7, 10.

[15]Hines, ibid., p. 11; Jack Dvorak, from a column in *Secondary Source*, a newsletter for the Secondary Education Division of the Association for Education in Journalism and Mass Communication (March/April 1992), p. 10.

TABLE ONE

State High School Press Directors Describe Their Overall View of Scholastic Journalism Nationally

	Percent Agree[a]	Percent Disagree
I am more optimistic today than I was five years ago about the future of journalism programs in my state's high schools.	44	36[b]
Low starting salaries in the journalism profession diminish the interest of high school students in journalism as a career.	65	14
The trend is toward fewer journalism courses in my state's schools.	52	16
Schools in my state are likely to treat journalism courses as an extracurricular activity.	62	28
There are more minority students interested in journalism today than there were five years ago.	45	26
The Hazelwood decision has had a negative impact on high school journalism in my state.	45	20

(n of cases ranges from 74 to 77)

a"Strongly Agree" and "Agree" responses have been combined, and "Strongly Disagree" and "Disagree" responses have been combined.

b"Neither agree nor disagree" responses were omitted from the table, so total percentage reported does not equal 100 percent.

TABLE TWO

State High School Press Directors' Responses to Item About the Categories of High School Newspapers

	Category 1	Category 2	Category 3
0-25%	34 18.4%	17 9.2%	37 20.0%
26-50%	14 7.6%	29 15.7%	17 9.2%
51-75%	11 5.9%	14 7.6%	3 1.6%
76-100%	5 2.7%	2 1.1%	2 1.1%

(n = 66)

TABLE THREE

State High School Press Directors Describe
The Abilities of High School Journalists

	Percent Agree[a]	Percent Disagree
The writing skills of high school journalists appear to be declining.	35	40[b]
Journalism attracts its share of the most talented students in my state's high schools.	61	25

(n = 76)

a"Strongly Agree" and "Agree" responses have been combined, and "Strongly Disagree" and "Disagree" responses have been combined.

b"Neither agree nor disagree" responses were omitted from the table, so total percentage reported does not equal 100 percent.

TABLE FOUR

State High School Press Directors Describe
Journalism Advisers and Teachers

	Percent Agree[a]	Percent Disagree
The attitudes of my state's high school journalism teachers/advisers toward college and university journalism programs is positive.	76	9[b]
High school journalism teachers and advisers show a high degree of interest in the activities of my press association.	57	23
Most high school journalism advisers and teachers in my state are adequately prepared to advise high school publications.	19	69
There has been a high rate of turnover among high school journalism advisers and teachers in my state.	67	17
Many high school advisers in my state feel overworked.	95	0

(n of cases ranges from 75 to 76)

a"Strongly Agree" and "Agree" responses have been combined, and "Strongly Disagree" and "Disagree" responses have been combined.

b"Neither agree nor disagree" responses were omitted from the table, so total percentage reported does not equal 100 percent.

TABLE FIVE

State High School Press Directors Describe Their View of Press Rights in Scholastic Journalism

	Percent Agree[a]	Percent Disagree
High school journalists do not have a complete understanding of the legal considerations and ethics of journalism.	71	21[b]
High school journalists should be given freedom to report on any issue without supervision.	29	64
High school journalists should exercise First Amendment rights on their publications only with the supervision of their advisers.	55	29
It is censorship if a high school journalism adviser forbids the publication of an article.	47	28
High school journalism advisers should review all copy before it is printed.	67	21
School administrators should be able to prohibit the publication of articles they consider harmful, even though those articles may not be libelous, obscene or disruptive.	5	90
It is censorship if a high school administrator forbids the publication of an article.	77	12

(n of cases ranges from 75 to 76)

a"Strongly Agree" and "Agree" responses have been combined, and "Strongly Disagree" and "Disagree" responses have been combined.

b"Neither agree nor disagree" responses were omitted from the table, so total percentage reported does not equal 100 percent.

TABLE SIX

State High School Press Directors Describe
Scholastic Press Association Activities

	Percent Agree[a]	Percent Disagree
My high school journalism organization attempts to make journalism students aware of their press freedoms.	96	0[b]
My high school journalism organization attempts to make journalism students aware of their responsibilities as journalists.	97	0
My state organization has regular contact with journalism/mass communications programs at colleges and universities in the state.	74	16
My high school press association has been successful in persuading students to pursue a college journalism major.	51	11

(n of cases ranges from 74 to 76)

a"Strongly Agree" and "Agree" responses have been combined, and "Strongly Disagree" and "Disagree" responses have been combined.

b"Neither agree nor disagree" responses were omitted from the table, so total percentage reported does not equal 100 percent.

FIGURE ONE

State High School Press Directors' Perceptions of Newspapers in Categories 1, 2 and 3

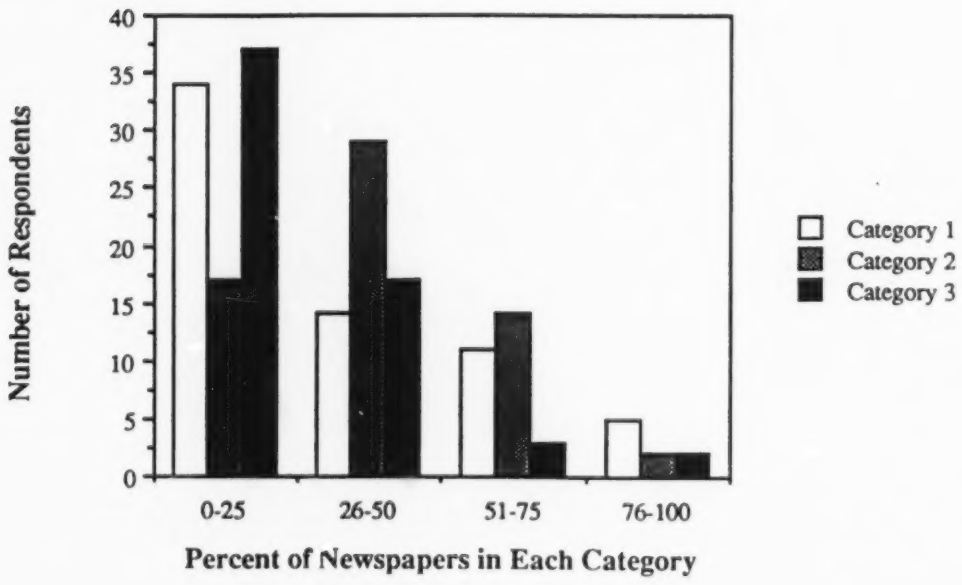

FIGURE TWO

State High School Press Directors' Perceptions of Changes in Categories 1, 2 and 3 Over the Last Five Years